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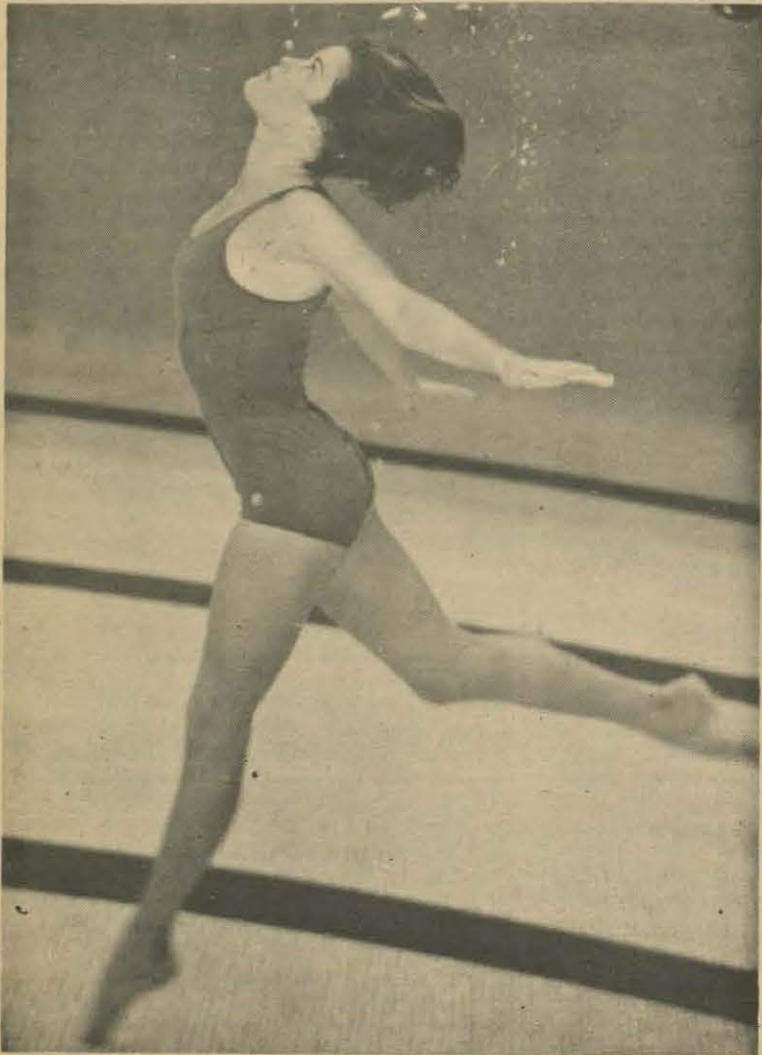
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WELLESLEY NEWS

Vol. LX

MARCH 9, 1967

No. 20



Star Black strikes an underwater pose, as "The Beat Goes On . . ." The Swim Club show will be presented Fri. and Sat., March 10 and 11, at 8 p.m. in the Recreation Building. Admission is \$.75. The beat shifts from that of a Beethoven sonata to that of electric music, and the twelve numbers reflect a corresponding variation in mood, style, speed of execution and lighting.

Dartmouth's Seminars Promote Social and Intellectual Exchange

by Kathy Thomas '69
and Lon Carter '69

"Is it a mixer? Is it a convention? Is it a happening?" No, it was the "Great Day" at Dartmouth last Saturday. This seminar plus social activities-type program may well join mixers, blind dates, Operation Match, and freaks of nature on the list of "basic ways to meet boys when at a girls' school."

Six hundred and fifty to seven hundred students from Dartmouth, Colby, Mt. Holyoke, Smith and Wellesley met Saturday afternoon for discussions on books ranging from Plato to Albee, followed by dinner and a wide variety of social activities including dancing, a hockey game, and movies. Mary Murtaugh '69 and fellow folk singers entertained at the Top of the Hop.

Successful Venture

The entire program was organized by Dartmouth, with individuals from each campus to publicize and to sign up participants. Wellesley's coordinators were Dorothy Dubose and Shannon Smith, both '69. About 75 Wellesley girls paid \$7 each to cover transportation and dinner. Busses left Founders at 9:45 a.m. and returned at 12:30 and 1:30 that night.

Shannon reported that the venture was basically successful—successful enough to think about having a similar "day" at Wellesley. Harvard has been contacted, but "did not seem to be crazy about the idea—they couldn't see a real need for it in their situation." Amherst and Wesleyan are now being considered.

The Privacy Barrier

Questions concerning the success of the Dartmouth Seminars have elicited a number of varied responses. "Our group had trouble overcoming the privacy barrier," acknowledged one student. "Our topic was quite personal and it took quite a while for participants to relax . . . and really say what they felt."

Co-op Dorms at Smith, 'Cliffe Score Housekeeping Successes

by Anne Carter '69

Inspired by cooperative housing programs at Smith and Radcliffe, a group of students has recently investigated the possibilities of co-operative living on Wellesley's campus. Although they have not yet made much impression on the authorities, a co-op remains one solution to what many believe is overly formal and isolating about dormitory living.

The basic principles behind a co-op house are a much greater participation in its running, a greater opportunity for intellectual interchange, and a less compartmentalized existence. Many colleges have instituted co-ops for scholarship students, since operating costs are far less if students do their own housekeeping. The Wellesley proposal, however, is for a small dorm of about 30 people who would prefer the kind of atmosphere that the co-op creates, regardless of financial status.

Pam Emerson of Radcliffe, who has been a member of the 'Cliffe co-op, outlined the way that it works there. The college itself pays for the rent of the house, which started out as a single old building and grew into three modern co-ops, donated by an alumna. The college also supplies a janitor and a maid who look after the corridors and clean student rooms twice a year.

Fees and Jobs

Apart from this, the students work and run the house. Each student pays a "staples fee" of 50c per day, which provides her with three glasses of milk, an egg, bread sugar, coffee, peanut butter and jelly. Lunches and dinners are paid for separately.

Each student cooks or washes once a week. A kitchen chairman is in charge of purchasing and billing, and a work chairman assigns the other jobs, which include

cleaning the main rooms, telephone and door duty, and making Sunday breakfast. Work amounts to about five or six hours per week per student. There were few problems with students who shirked their jobs, since the 25 members could exert a "certain amount of social pressure" on each other.

Smith's Co-op

The Smith co-op is smaller than the one at Radcliffe, with 16 members. The house is on the Smith campus, and is owned by the college, which also provides the house-mother and workmen to carry out repairs and do the heavy work, such as scrubbing the kitchen floors and attending the furnace. Like Radcliffe, the college pays for the co-op's electricity and heat.

Mrs. Barry Phillips, who was a member, described the way that the Smith co-op was organized. Students pay about half the usual room and board fee to an elected treasurer at the beginning of the semester. A "stewardess" is responsible for buying the food, either wholesale through the college, or from a local grocery store. The stewardess receives free room and board, in return for organizing the work schedule of the house and allotting the food money.

Dates and Pizza

As at Radcliffe, the students work in teams of two, each student putting in about five hours a week. Major spring-cleans take place twice a year, and all members help, aided by dates and pizza.

The kind of co-op the group of students at Wellesley proposes would follow the same basic pattern. They would suggest a faculty member as a housemother. They put a heavy emphasis on the dorm itself as a center for discussion and debate, providing a more stimulating atmosphere than in the present dorms.

CG Issues Censure Statement

by Lee Matthew '68

First on the agenda of last Thursday's meeting was discussion of a proposed statement censuring past National Student Association relations with the CIA.

Several sophomore Senate reps reported that large majorities of their dorms opposed censuring the relationships, a surprising development in view of the preceding Thursday's student meeting which had drafted Senate's proposed statement.

These reports meant that Senate could not sign the statement in the name of the student body. So,

Senate decided to send NSA the statement in its own name, signed by Debbie Davis '67, CG president, and by Jane Oliver '68, NSA rep. (This letter is reprinted on p. 2.)

The letter will be sent to national and regional NSA offices, to the CIA, to selected newspapers and to several Congressmen.

Stay or Leave?

A proposed third part of the statement deals with the contingency of Wellesley's continued affiliation with NSA. Senate postponed discussion of this third part until its next meeting, Wednesday, Continued on page eight

NFL States Position on Viet Nam

Ed. note: In early February, the Oberlin Southeast Asia Program sent Alexander Jack and Dalton Shipway to Viet Nam for a semester to report on the war to American college newspapers.

Traveling to the capitals of Europe, and continuing east through India, Jack and Shipway arrived in Cambodia to await final permission to enter North Viet Nam for first-hand reporting from Hanoi.

Having spent his junior year in India, Jack is a senior philosophy major at Oberlin College and a former managing editor of the Oberlin Review. Shipway is a Canadian graduate student in communications and political science from Boston University.

In the coming months News will publish articles by Jack and Shipway about Viet Nam. The following article is based on Alexander Jack's report of his interview at the National Liberation Front's Prague headquarters, with Pham Van Chuong, NLF Liberation Press Agency correspondent.

by Alexander Jack, correspondent Oberlin Southeast Asia Program

Prague—Describing Vietnamese awareness of American student war protests, Pham Van Chuong explained that the Vietnamese follow closely the draft resistance movement, teach-ins and associated events, particularly those at Berkeley and Ann Arbor. "Not all Vietnamese know yet what SDS (Students for a Democratic Society) is," Pham commented, "but virtually all know the name of Norman Morrison." Morrison burned himself to death before the Pentagon to protest American foreign policy.

Pham acknowledged receiving medical supplies and money from Americans who participated in a

Quaker Action Group project last October. The project sent equal amounts of aid to North Viet Nam, South Viet Nam, and the NLF. The supplies and money were forwarded directly to the NLF Health Service, Pham reported. "We highly value these gifts," he said, "not because of the material value, but more importantly because of the feelings behind them."

U.S. Press

Concerning the American press's presentation of the NLF's position in South Viet Nam and the nature of the war, Pham said. "The established press failed for a long time to give a fair view of the situation; but step by step, under pressure from the public . . . the press has reflected to a certain extent the situation as it really is."

In Pham's view, and that of several Western observers recently returned from Hanoi, the situation in both North and South Viet Nam is much worse than Salisbury's articles indicate. Both North Vietnamese and NLF contend that America is waging a strategic policy of terrorizing civilians through massive bombardment. The substantial civilian casualties are not merely the side effects of tactical military operations as the Times' dispatches suggested.

Toxic Chemicals

On chemical and bacteriological warfare, Pham stated emphatically, the U.S. public does not fully realize that napalm "is directed not against steel and concrete as President Johnson says, but is designed to burn human flesh." The NLF estimates that since 1961, America has napalmed 1000 villages in the South.

Also particularly disturbing to the NLF is the use of gas by American marines. Quoting a recent appeal to President Johnson

by American scientist stating that gaseous compounds used in Viet Nam are lethal, an NLF pamphlet declares: "Running short of arguments, the U.S. administration has given the lame explanation that chemical weapons are more 'human' than conventional ones. What humanitarianism! Isn't it of the same kind as Hitler's, who sent millions of Jew and patriots from occupied European countries to gas chambers to die 'without pain.'"

War Crimes

The U.S. military and the Saigon government have accused the NLF of war crimes and large-scale terrorizing of the local population. Asked to elaborate on these charges, Pham declared: "Since the war is being waged on South Vietnamese soil, of course South Vietnamese are most likely to fall victims of hostilities. In military actions, civilians are also killed by our forces. This is regrettable."

In regard to reports of NLF assassinations of "village headmen," Pham acknowledged that NLF forces have conducted executions of local officials. However, he underlines, these personnel were "cruel agents of the Americans." Supreme punishment is inflicted, he insisted, only at the "public demand of local Vietnamese."

Another Lidice

Pham contended that the U.S. military's "scorcher-earth techniques," "free-bombing zones," "white areas," and "sweeps" are euphemisms for the mass-murder of Vietnamese civilians friendly to the NLF.

The Fronts Prague headquarters compares the destruction of Vietnamese villages to the genocidal leveling of the Czechoslovakian town of Lidice by the Nazis. In Continued on page six

Apathetic Council

As *News* goes to press, notes are being sent to the Faculty cancelling Academic Council's March meeting — for lack of topics to discuss. We are appalled. Why such flagrant unconcern with the urgent, important issues raised by the SEC-*News* petition, addressed specifically to Academic Council, and with the forum on distribution requirements?

We believe these topics merit Academic Council's discussion. We strongly urge faculty members to call for a reinstatement of Council's meeting on March 16.

Ad-Hoc Review Committee

The time for a thorough and total reappraisal of the present educational system at Wellesley is now. Since Curriculum Committee's statutory powers do not include responsibility for major revisions of the educational framework, *News* urges that Academic Council establish at its next (March ?) meeting a special *ad hoc* Review Committee empowered to conduct the necessary re-evaluation. We suggest either the president or the dean of the College chair the committee, and that it be further composed of three faculty members, elected by Academic Council, and three student members.

It is of utmost importance that students be represented on this committee. Although curricular policy has always been a vital concern of students, curriculum changes have, in the past, been presented to students as *faits accomplis*. Students have had the option of criticizing these changes *ex post facto*, but they have not been given the responsibility of participating in the review process. Students should be permitted this second, more positive option. We suggest that students be represented on the Review Committee by the elected heads of the three major college organizations: Senate, SEC, and *News*.

We would also advance, at this time, specific proposals for revision of the curriculum.

Distribution Requirements

We propose, once again, that distribution requirements be reduced to two units in each of three areas: humanities, social studies and sciences. We realize such a radical reduction of distribution requirements would be impossible to institute in a short period of time. An abrupt reduction would affect departments by lessening the artificial demands placed on them by the present stringent requirements. Therefore, to avoid an imbalance of students and faculty, allowance should be made for a period of retrenchment or expansion by departments to meet the new student demands.

However, marking time is no substitute for plan-

ning for the future — the latter should go with the former. In fact, some reduction might be instituted next year.

News further suggests that Academic Council consider abolishing required courses. It is inconsistent with Wellesley's philosophy of a broad, liberal education (see p. 26 of the Catalogue) designed to foster student initiative and responsibility, to single out a few courses and to require that all students take them.

Abolishing required courses would entail the reclassification of the lecture courses to count for distribution requirements, placing them either in the fields of humanities or social sciences.

Elimination of the Bible 104 requirement could be gradually instituted. For the present, we would suggest three temporary, interim measures: (1) that the Bible requirement be reduced to a one-unit requirement; (2) that students be allowed to fulfill this requirement with any course in the Bible department for which they are qualified, such as comparative religion courses; and (3) that students be permitted to fulfill this requirement at any point in their college career.

Pass-Fail

News also urges that Academic Council direct the proposed *ad hoc* Review Committee to consider the following suggestions for a pass-fail system to be instituted next year. Academic Council might then consider these reviewed proposals, and any others that might be offered up, in April, and vote on them in May.

We propose: (1) that students of all classes be allowed to elect three courses per year outside their major on a pass-fail basis (2) that students be permitted to fulfill course and distribution requirements in these three pass-fail units per year; (3) that there be no grade-average restriction on electing pass-fail courses; (4) that letter grades be given throughout the term to all students and that, at the end of the semester, grades of students taking courses on pass-fail be transferred to "pass" or "fail" for the transcript by the Recorder; (5) that students be allowed two weeks in a course before declaring it as pass-fail, so they can make sure that it is the kind of course they want to elect as pass-fail; (6) and that only the Recorder be notified which students are electing pass-fail courses.

We stress again our strong hope that Academic Council will meet next Thursday, and that it will see its way clear to establishing a Faculty-Student *ad hoc* Review Committee. Among other things, it might also consider the petition, rally, and above proposals.

Freshman Rooming

News would like to commend the administration for working with students to change its discriminatory freshman rooming policies. We have long been concerned with these problems and regret that Negroes have, in the past, been either deliberately roomed together or given singles.

Because of complaints which arose last year when all Negro freshmen (Class of 1969) were roomed together, rooming policy was changed. Rooming cards sent out last spring to the Class of 1970 included an option to request a roommate with certain "interests, habits, or background." Unfortunately this added clause failed to resolve the inequities of freshman rooming. This year eight out of the eleven Negro freshmen requested doubles. However, when "no white student requested a Negro . . . each entering Negro student was placed in a single," according to Miss Crawford, Mrs. Melvin, and Mrs. Tenney. Clearly, the revised policy failed.

This year a committee consisting of Miss Crawford, Mrs. Melvin, Mrs. Tenney, and the Vil Juniors, was formed to draft a new policy. The committee eliminated the religious preference question

of past rooming cards and changed the "background" clause. The rooming card now asks the freshman that she indicate any preference as to particular "interests, habits, background, race, religion" in her roommate. If she does, she must also state her own habits, interests, etc.

Mrs. Tenney will use these cards to room Negro girls with white girls who ask for Negro roommates. And, if not enough white girls state a preference for a Negro roommate, Mrs. Tenney stated that an entering Negro could be roomed with a white girl stating no preference.

When *News* pointed out that Negro students questioned this new policy, Miss Crawford and Mrs. Melvin realized they should have consulted Negro students as well as Vil Juniors. The committee now plans to meet with Ethos.

News suggests that the committee ask incoming freshmen to indicate specific objections, as well as preferences to a roommate with a particular race, religion, or background. We commend the committee for its initiative in policy modification and for its proposed meeting with Ethos. We hope it will continue to work toward a non-discriminatory rooming policy.

Letters: A Proposal, A Reply

Ed. Note: The SEC-*News* petitions were delivered to Miss Adams last Thursday, March 2. The petition's cover letter and Miss Adams reply are printed below.

Dear Faculty:

With this letter, we present to you the SEC-*News* petitions. Drafted by members of the Student Education Committee and *News* staff, the petitions circulated among students February 23-28. Over 1200 students have signed these petitions. These results clearly demonstrate widespread student support for changing Wellesley's present curricular requirements.

The March 2 issue of *News* contains a partial listing of the signers. Those signers who supported only one of the petition's specific proposals are listed separately. The few signers who replaced the phrase, "quality of education," in the petition's first sentence with "system of education" are not listed separately. Readers of the petition should consider these phrases interchangeable.

Besides indicating concern about Wellesley's total educational structure, the petition advocates two specific regulation changes: a reduction in distribution requirements and adoption of a voluntary, limited pass-fail program. Students have endorsed prompt implementation of these proposals in order that they may take effect next fall.

We are well aware, as you also are aware, that Academic Council has, in the past, moved slowly to change its curricular regulations. However, we feel that the SEC-Curriculum Committee pass-fail discussions, SEC's open meeting on distribution requirements, and proposals published in *News* this winter, have prepared the whole community for consideration of specific, detailed resolutions now. We offer you our cooperation to expedite the drafting of such resolutions in the hope that they may be presented to Academic Council at its next meeting.

Awaiting your response, we remain

Respectfully yours,
Anne Rosewater '67
Susan Sprau '68
Belle Huang '68

Dear Misses Rosewater, Sprau, and Huang:

The Curriculum Committee of the Wellesley College Academic Council met on Wednesday afternoon, March 1.

That Committee voted unanimously that the students of Wellesley College be informed that the Curriculum Committee fully intends to explore all possible means of fulfilling the goals of a Wellesley education (as described on page 26 of the current catalogue) with a view to increasing the flexibility with which the requirements for the B.A. degree may be met.

The Committee has also asked me to convey to the students of Wellesley College its request that any specific suggestions concerning distribution requirements made by SEC or any individual student be sent to the president's office for transmission to the Curriculum Committee.

Yours very sincerely,
Ruth M. Adams

The Reader Writes

Distribution . . .

To the editor:

The "non-demonstration" was splendid. Thanks to discernment, courage and humor especially on the part of organizers and speakers, a situation has been described in terms that show us it is real and in need of improvement. Also many specific topics have been pointed out, all worthy of consideration. What I like most about the forum, however, is its evidential value in another respect. It was a shining instance of forthrightness.

Perhaps that local shade, Mother Wellesley, does sometimes know best. But she should say so as seldom as possible, especially to persons of such *elan* as the non-demonstrator and their fellow students. This point in the main one in my letter. I would like very much a change in the ethos of requirement. I am for distribution in principle, though not mainly out of any concern for B.A. candidates individually, or for departments of this College. Distribution, i.e. a certain competency and appreciation in a representative range of inquiries, does almost no one any harm; indeed it can hardly fail to do much pleasurable good in the long run. Still my case for distribution rests on other grounds: (a) The world is full of marvels none of which should be neglected. (b) The quality of contemporary thought and life is already impaired by intellectual over-specialization. Distributed studies are one means of deft reflection; and they promote communication, mutual respect and agreement about social goals.

All the same, there are ways and ways to accomplish distribution. We non-students have, I think, somehow taken a way that is wrong in tone and attitude. For one thing, some of our language is at least maladroit. Who wants to be "well-rounded"? How many

young hearts leap at "a sound liberal education"? For another thing, we have let problems of numbers drive us into making prominent and intricate and rigid a general formula for individual choices. A sad consequence is that we risk discouraging and even affronting our students.

Consider pg. 26-28 of the current Catalogue. Such caution! Such a dubious greeting to a sub-freshman! And such detail! "The curriculum provides a frame-work in which each student is invited to construct . . . she is expected to have demonstrated . . . can use . . . will have shown herself capable . . . will have tested . . . will have demonstrated . . . is required . . . unless exempted, each student elects. . ." After that come ten requirements, including those about distribution. The latter in particular remind me of insurance policies and income tax instruction. True, this part of the Catalogue twice mentions individual interest, and it says that four years can be taken to meet requirements. Nevertheless, the net effect is more prescriptive, complicated and daunting than anyone can seriously desire.

Even in officialese, it must be possible to say in effect, "Welcome! Come! Follow your interests. In four years follow them into the three or four groupings of courses offered. Yes, there are two courses required. Beyond that we ask only that your studies have a certain spread as well as a specialization in a major."

Lest readers think I am simply trying to catch flies with sugar instead of vinegar, I suggest the following changes: (a) A shift in idiom, from "a student must" to something like "do it your own way as much as you can." And from the abstract distribution specification on pg. 27 of the Catalogue to lists of courses by groups, preferably a little later in the booklet. (b) A shift in emphasis

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WELLESLEY NEWS

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Keynote Presents Artistically Outstanding Literary Creations

"O Dad" Loses Macabre Impact

by Penny Ortner '69

Keynote - Winter '67 has come, bringing with it "such sights as youthful poets dream." The literary magazine, edited by Joan Manheimer '67, is a masterpiece. **Keynote's** critic board must be highly commended for the selection of student and faculty work represented in this issue.

The magazine's outstanding innovation is Kathleen Chaikin '67's "Fugue in C Minor." Also new is the poetry contribution by David Ferry, associate professor of English.

Literary Variety

The staff has expertly integrated the drawings and photographs with the literary selections. Karin Rosenthal '67's photographs are beautifully realistic studies. The pencil drawing of a seated figure by Nathaniel Larabee, artist in residence, is a perceptive character analysis.

Literary contributions range from the witty, satirical essay "Man, God, Nature, and Their Interrelationships in 'The Froggy'" by Ann Lambert '69 to the serious

critical analysis of T.S. Eliot's "Movement Towards Meaning" written by Julie Kaufman '68.

Lack of Short Stories

Of particular interest is Barbara Furne '69's poem "Cartesian." This, more than any of the poems represented, successfully unites form and meaning.

The most noticeable deficiency in this **Keynote** is the lack of short stories or prose fiction. The limited number of entries makes this absence even more obvious.

The total composition of the magazine is clear and effective. The image of the doorway on the cover imaginatively leads the reader to the realm of poetic and artistic images within. It is only unfortunate that there are so few selections within.

Reader Writes More

Continued from page two

and timing. Let freshmen rove and shop, as long as they elect courses from more than one group. Ask sophomores to have elected in three groups by the time they sign up for a major. Each sophomore and her major advisor should then figure out interesting and useful ways to take work outside the major. At this point the student's chosen program would have to be measured against some formal requirements such as those on pg. 27. If serious conflicts then arise between her desires and the letter of the law, she could take her case to Ad Board or some committee, personally if possible, and argue the distributive merits of

by Kristin Elliott '67

The Broadway play **Oh Dad, Poor Dad, Mamma's Hung You in the Closet and I'm Feelin' so Sad** is transformed into simple, light entertainment in the movie now playing at the Brookline Circle Theater. Despite the leads — Rosalind Russell as Madame Rosepettle, Robert Morse as her son Jonathan, Barbara Harris as the seductress Rosalie, and Jonathan Winters as the deceased Mr. Rosepettle — the movie fails to create a macabre mood that leaves the viewer horrified with the theme of exaggerated Momism.

The play lacked any viewpoint or unifying element, the inexplicably hostile furniture and ominous presence of pyrrhna fish

what she wants.

A sense of freedom, a sense of autonomy and recognition, is often all the freedom one wishes. My proposals will not make happy those who shudder at science, or at lit; but theirs is a problem a moderate change in ethos will not meet.

Sincerely,
Ellen S. Haring
professor of philosophy

To the editor:

Simultaneously asserted at Tuesday's 'forum' were two blatantly contradictory statements. The first emphasized the students' difficulty in understanding the administra-

Continued on page six

and Venus fly traps mysteriously worked in conjunction with Madame Rosepettle's philosophy that "life is a lie . . . , life is never funny." In attempting to unify and simplify the theme of the mother, who travels about the world with her 25-year-old thumb-sucking and security blanket-minded son, accompanied by her dead, stuffed husband, the movie creates a role for Mr. Rosepettle. His proddings and urgings in behalf of his son vs. the mother are often funny, often necessary to emphasize that the proper response is rebellion leading to escape.

Irony Lost

In having everything explained narratively, however, the viewer misses any horrible ironies. By the conclusion of the movie, when Mr. Rosepettle adds the epilogue that this, after all, has just been "a simple tale of a mother's love for her son, a wholesome family picture, like *Mondo Cane*," the viewer feels that the simile is perhaps the most exaggerated part of the movie.

Just as the narrator's role tends to diminish the sense of imminent and important conflict between son and mother, the Jamaican beach setting, Auntie Mame-ish settings and changes of clothes, and the James Bondian driving music represent an attempt to satisfy many movie demands. As a result, they cause inappropriate responses that detract from the sheer horror of the "world behind the closed door," which author Kopit, a 1959 graduate of Harvard, intended to

Seduction Scene

Probably the funniest and best acted scenes are those between the Mamma's boy and his plump, voluptuous seductress. With twitching lip, rolling eyes, and writhing hips, Barbara Harris almost convinces Jonathan that escape from his mother's suffocating love is possible. Robert Morse's bumbling shyness combined with fascinating attraction for the sexual is touching and convincing.

The picture seems an attempt to modify the tragic and emphasize the comic. The tragic potential is lessened by the insertion of the father's apology for his corpse's having fallen across Jonathan and Rosalie as they are making love, and Jonathan's smothering of Rosalie because he sees his mother in her face. The comedy which emerges is necessarily lighter than that of the Broadway show, but therefore less substantial; the viewer never feels Jonathan struggling with an ambiguously evil-good force in Rosalie. In attempting to satisfy both the demands for pity and laughter, the movie-makers unfortunately forget to emphasize the horror of the situation. The picture is only mildly amusing and mildly upsetting.

For the third time at Wellesley College a poetry recital by PIERRE VIALA Jewett Auditorium March 22, 1967 at 7:30 p.m.

Fast-talking your parents is the hard way to get to Britain.

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Multiply the number of your nights in Britain by cost of bed and breakfast or a room in a college residence hall. If you're hiking or biking, count on about 70¢ for youth hostels. At this rate you may be able to stay all summer.

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Cornell Conferees Consider Peace Plans

by Helen Lynum '70

At the National Student Conference on Viet Nam at Cornell, Feb. 15-19, students asked the U.S. to pull out of Viet Nam. Twelve students, however, all supporters of the administration's policy, staged a walk-out in protest.

Students considered proposals for U.S. foreign policy in Viet Nam. The Columbia Plan, adopted by a majority of the delegates, demanded immediate stoppage of the bombing, to be followed by a U.S. withdrawal. It further suggested that a political settlement of the war be pursued by the Vietnamese,

with an international mediator. The Yale Plan called for only a gradual withdrawal of the U.S. from the war. It also supported a U.S. presence in the role of mediator at the peace talks.

Delegates Speak

Wellesley's delegates, Elaine Stein '68, Beverly Wright '70, Sue Ellen Tatter '68, and Rachel Gorn '69, felt that the primary reasons for endorsing the proposal were other than hopes for immediate change in U.S. foreign policy.

"We were not concerned with whether the United States would accept the proposal. We felt it

should rightfully be done. It was an expression of concern and disavowal of present actions. Each day the war counteracts the aim of a free republic. Each day it does irreputable damage. Nothing could be as bad as the situation is now with the bombing and destruction of the land," stated Sue Ellen.

Guardian Angel?

"The main difference between the two proposals is self-determination of the settlement by the Vietnamese. The proposal we voted for questions whether the United States should be involved in the

Continued on page seven

Boston Publications Cover Forum - News Demonstration

by Barbara Schlain '69

While Wellesley's coverage in the publications of "the outside world" is generally confined to reports on what its students are wearing or snide generalizations in national weeklies, on Wed., Mar. 1 we did break into more serious print, as a result of the previous day's Forum on distribution requirements.

Both the *Boston Herald* and the *Boston Globe* reported the Founder's rally to their readers. The *Herald* devoted a conspicuous page three article and photograph to us, but then proceeded to stick its tongue irretrievably into its cheek. William Sonzski saw fit to devote nearly half of his article to descriptions of how the students

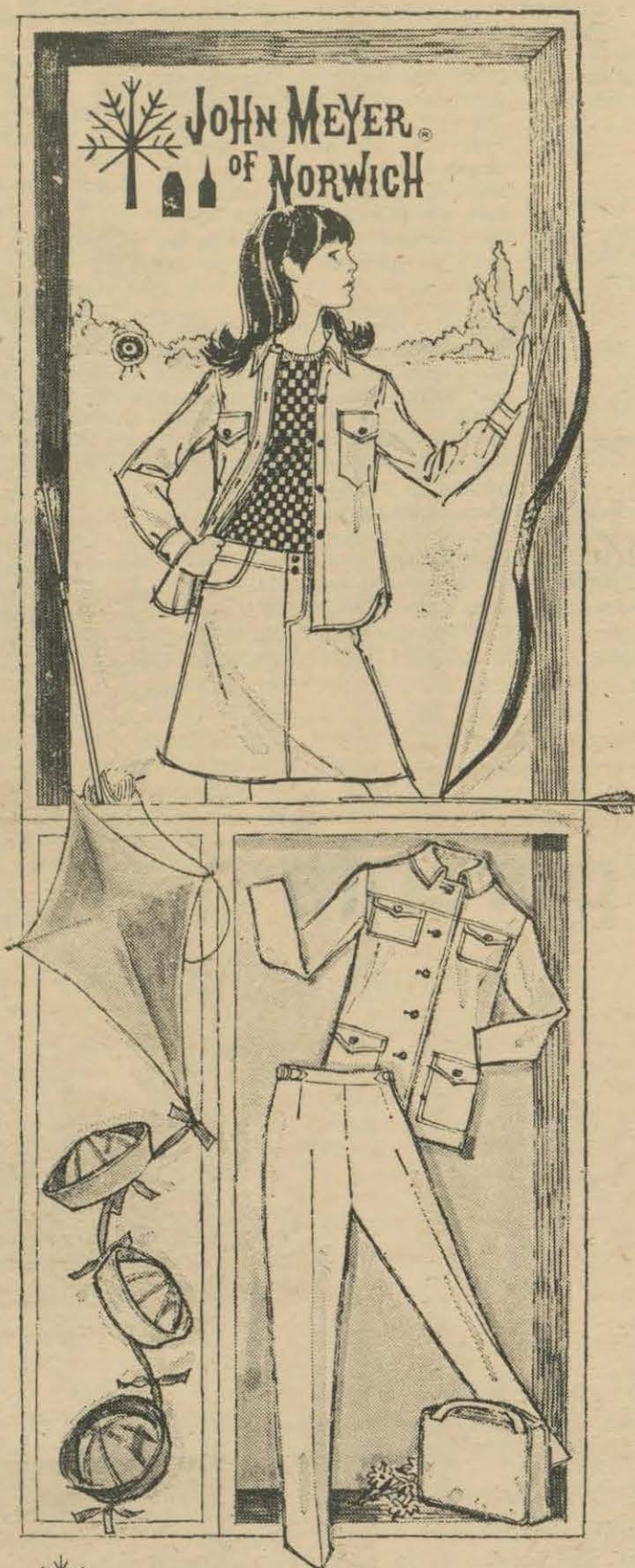
looked, in detail that would have brought joy to an editor of *Woman's Wear Daily*.

'Bolshevik Auxiliary'

"At first glance they looked like the Bolshevik Women's Auxiliary, in their fur caps and high boots, conspiring beneath a lone-some pine on the snow," begins the article. It then describes "pretty capitalist"; the hissing and cheering evokes "an outdoor Bogie film festival... But no pop corn."

After continuing in this vein (gathered... for nothing so frivolous as ski lessons or serious as a revolution"), the *Herald* eventually gets down to the reason we were there. Even the quotations in the article, however, are generally

Continued on page six



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ET Workshop: A Festival of Five Original Plays



Preparation . . .



... Action!

photos by
Nancy Eyler '69

by Mary Enterline '70
and Barbara Furne '69

In a semi-darkened auditorium the director works "blocking the scene," teaching the actor to walk as in a trance. Rehearsals are underway for an Experimental Theater production.

Experimental Theater—what is it? Nancy Hughes and Deborah Davis both '67, co-heads of ET, see it as both an artistic and a practical experiment.

"We try to present plays that have not often been presented, that haven't been proved," Debby explains, "but we look at them in another light, too, in terms of the new experience that people are getting." According to Nancy, ET is a "learning experience" giving students "freedom to create."

Original Plays

ET will certainly have the opportunity to experiment when it presents the premieres of five original one-act plays written by college students at the Spring Workshop Festival on Fri. and Sat., March 10 and 11, at 8 p.m. in Jewett.

Two of the plays are written and directed by Wellesley students. Cheri Wooton '69 calls her piece, entitled *Play*, "a satire on absurd theater. (It) describes the choice a girl must make between the fantasies of her mother and the seeming reality of her father." *Truffles, Autos, Planos*, written and directed by Linda Riebel '67, concerns a girl who Linda describes as "an aging adolescent." "She has discovered alienation and is having all kinds of morbid fun making herself suffer, unfortunately she is so successfully subtle that no one else notices it and all the pity she gets has to come from herself," Linda explains.

Non-Wellesley Plays

The three remaining plays, directed by Wellesley students, mark the first time original works by non-Wellesley students have been presented by a Wellesley theater group. Ginny Hammonds '69, director of *Deja Vu* by Wayne H. Scott, Harvard '67, explains, "The plot is built on a duality in time and the theme is conceived by the director as the problem of personal com-

munication and identity."

Susan Alexander '69 is directing two plays. *Tour de Force* by Gus Magrinal, Harvard '69, is a one-act play for one actor about a writer who must choose between his work and his woman. Susan describes *Joan*, by Paul L. Gootzit, a student at Boston University, as "the trial of Saint Joan, with some new twists, absurd in style and highly experimental."

First Interpretation

The directors and actors in these plays cannot read what has been done before; they must create the roles, for theirs are the first interpretations. "All of these plays have production problems and it will be interesting to see if they can be worked out," Nancy comments. The authors and directors will actually see "what works and what doesn't," and Nancy is sure that the resulting plays will differ widely from the original ones she read.

Originally ET had envisioned a workshop similar to last year's, with students presenting scenes from plays. However, the five original plays were submitted, and ET decided to present them. Debby, Nancy, and Mr. Paul Barstow, director of the theater, hope this policy will encourage others to write plays.

Arm of Barn

ET differs from Barnswallows in that it is run entirely by students, and its choice of plays is essentially autonomous. Yet, as Nancy explains, "ET is an arm of Barn, responsible to Barn"; the heads of ET are appointed members of the Barn Board, which must approve ET's choice of plays.

Curiously, ET is older than Barn. When Mr. Barstow arrived, Wellesley had two theater groups, ET and a group which did musical comedies but which, according to Mr. Barstow, "did not long survive under the purge which accompanied the Barstow regime." In its place Mr. Barstow established Barn.

In a student-run ET production, Nancy emphasizes there is "nothing to fall back on; you can fail." Mr. Barstow, who directs the three Barn productions each year, will sit in on dress rehearsals and offer

suggestions only if he is asked, and the sets are entirely designed and constructed by students.

Production Problems

"Our worst problems are not in the artistic, but in the bureaucratic," Debby explains. "We worry most about money." Theoretically ET is a self-supporting organization, but usually it operates in debt.

ET box office returns are limited to a maximum of about \$300 since the seating capacity of Jewett is only 324 and tickets sell for only about half as much as Barn's. Yet costs can run high. Debby, who directed *A Taste of Honey* earlier this year, remarks that its royalty fee was \$100.

The workshop festival differs from the other productions in that it is a "cut-rate" production, costing nothing except for publicity. The directors are responsible for everything—even for the cost of having scripts duplicated. One play's script consisted of pieces of paper towel for a while.

Casting: Males Wanted

Casting presents yet another crisis. "Our basic problem is male actors," Debby explains. ET sends out 60 to 70 casting notices to local college theater departments and theater groups and to people who have appeared in Wellesley productions in the past few years. Yet casting, according to Nancy, is actually "a question of musical parts. Everyone who reads gets a part."

Scheduling rehearsals can be especially tedious, as in the case of the workshop festival, whose rehearsal period is only two weeks. Normally, ET production rehearsals are three weeks, and Barn productions six weeks. ET shares Jewett with the music department, with visiting lecturers, and, last week with the Dance Group concert.

ET: Excitement and Time

Participating in an ET production is as hard as doing a course," Debby declares, and both she and Nancy emphasize the amount of time they have to spend in ET. Yet, as Nancy explains, ET attracts people as a result of "the excitement it generates," a spirit of experimentation unique to ET.



A young director on the way up.

Audience or actress?



Reader Writes More

Continued from page three

tive implications of student's proposals for academic changes. The technical problems involved in bringing about the changes suggested by students, it was argued, could not be fully understood by the students. Secondly, students were urged to consider those technicalities and problems which they could not understand in drawing up their proposals.

The contradiction is obvious. Its resolution, it seems to me, requires us to present our proposals honestly as student proposals, since the student's viewpoint is the only one we can honestly and accurately represent. To compromise that honesty, as I feel students did by attempting to anticipate faculty reaction in the car proposal submitted to Academic Council, is to subvert the meaningfulness of student action. Students have the obligation to present their own position clearly, honestly and openly; if we are idealistic then the position presented should reflect that idealism. Leave the faculty and administrative positions for the faculty and administration to define. That's their obligation.

Sincerely,
Jane Levin '67

To the editor:

Among several fundamental issues mentioned at the Forum held Tues., Feb. 28 in Founder's parking lot, was an especially striking

one touched by one girl's hasty request for moderation in our discussion of distribution requirements. Actually, it would be extremely foolish of us to avoid making any radical requests and suggestions—now is the time to do just that.

It has been apparent that the protesting students and the protesting "voice" of the administration have often lined up, not on different sides of the same fence, but behind different fences altogether. We students hope to see our specific reconstructive suggestions put into practice and to strengthen and enlarge our field of responsibilities with the College; the administration seems to, by trying to persuade us to refrain from immature destructiveness that is not only unseemly but also blind to the regular and rational procedures of change by which Wellesley operates. In such a situation it is not remarkable that one side should see "moderation" as rationality and practicality and "radicalism" as wild-eyed utopianism, while the other considers "radical" action to be specific innovation and "moderation" to be sitting tight and sitting quiet.

However, the fundamental issue here is not any rat's nest of semantic confusion but the strong chance that we will be lulled into silence by requests for "moderation." I don't mean that we will retract

our suggestions concerning the curriculum, but that in our attempts to deal realistically with committees and councils we could be forcing down excellent proposals because they are "immoderate."

What's wrong with being radical? Assuming that we are willing to take responsibility for setting forth sound suggestions, there is no reason to shrink from any patronizing accusations of "immoderation" from other students or from any members of the administration or faculty. We are responsible for intelligent questions and proposals, and the administration in its turn should be expected to responsibly answer those questions and discuss those proposals with us without taking cover behind one more explanation of what the present system is and how it was voted in. We know what the present system is; we would like to know why it should not be changed.

To do away with most or all of the distribution requirements, for example, are proposals with sound bases in experience and, hopefully, in theory. They would not necessarily make a chaos of our liberal arts education, demoralize the community, besmirch the Wellesley image, wipe out gracious living, or take paint off the walls; nor would we want them to. We wish to improve the intellectual opportunities available at Wellesley, and it would be unfair of the administration and faculty to avoid open and definite discussion of our specific suggestions by patting us on the head and murmuring that we are in danger of acting like petulant children. And it would be much worse if we did it to ourselves. We have more than

NLF States Position . . .

Continued from page one

punishment for the death of a German officer, the Nazis shot to death all the inhabitants of Lidice, set fire to the city, and bulldozed the remains out of existence.

In comparison, the Front cites, the fate of Phuonf Dinh village, described by FPA, French Press Agency, on March 21-24, 1966: "The Phuonf Dinh village, 22 kilometres south of Chu Lai, now exists only on staff maps. It was razed under a deluge of fire together with two other villages subjected to operation "Texan" conducted by three battalions U.S. Marines. Not even a single tree was spared by American shells. To the north and at the edge of the village, a rice field was turned into a charnal house. Scores of putrefied corpses were throw pell-mell 10 inches deep into muddy water. Not even one human being was alive in the village. Neither woman nor children were found there."

Pacification

Commenting on the widely-publicized pacification program of the U.S. and Saigon governments,

enough "moderation" bred into us already.

Catherine Reisman '67

To the editor:

Mrs. Putnam wrote to News as a moralist; I write as an economist. Wellesley College is a productive enterprise, combining various inputs (the services of faculty, staff, plant, and equipment) to provide a service for sale to consumers. Wellesley's particular educational service competes with those produced by other institutions, and with all other goods and services.

Continued on page eight

Pham characterized it as a system of concentration camps designed to overcome the will of NLF supporters to resist. "Whether called agrovilles, strategic hamlets, or pacification," Pham asserted, "these programs spring from the same consideration—that the guerrillas live and work among the population."

Comparing the NLF forces to fish in water, Pham continued, "To get rid of the guerrillas, they (U.S. military) scoop out the water and catch the fish. Without the water, the fish would inevitably die. What they fail to understand is that the water itself contains fish."

Boston Papers . . .

Continued from page four

tempered by descriptions such as "an attractive young lady in the crowd, her eyes wide in mock fanaticism." The article also appears to have reported every humorous thing said and the reactions provoked, but devotes a mere six lines to some of the more serious ideas expressed.

If the Globe rated our newsworthiness as page 14, they did not dismiss us as cavalierly as the Herald. If the Globe failed to capture the nature of the Founders Forum, it was because he obviously felt it was outweighed in importance by the issues at stake.

The article quoted Leslie Pickering '67's argument for "independent judgment" and greater individual responsibility, Hillary Rodham '69's reminder that "it's our classes that are being affected by the restrictive curriculum," Holly Knox '68's condemnation of the science requirement, where "coercion breeds contempt."

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Alzada Knickerbocker of Knoxville, Tennessee,—in the plaid dress—returned from the study-travel semester to complete her senior year in English at Radcliffe College.

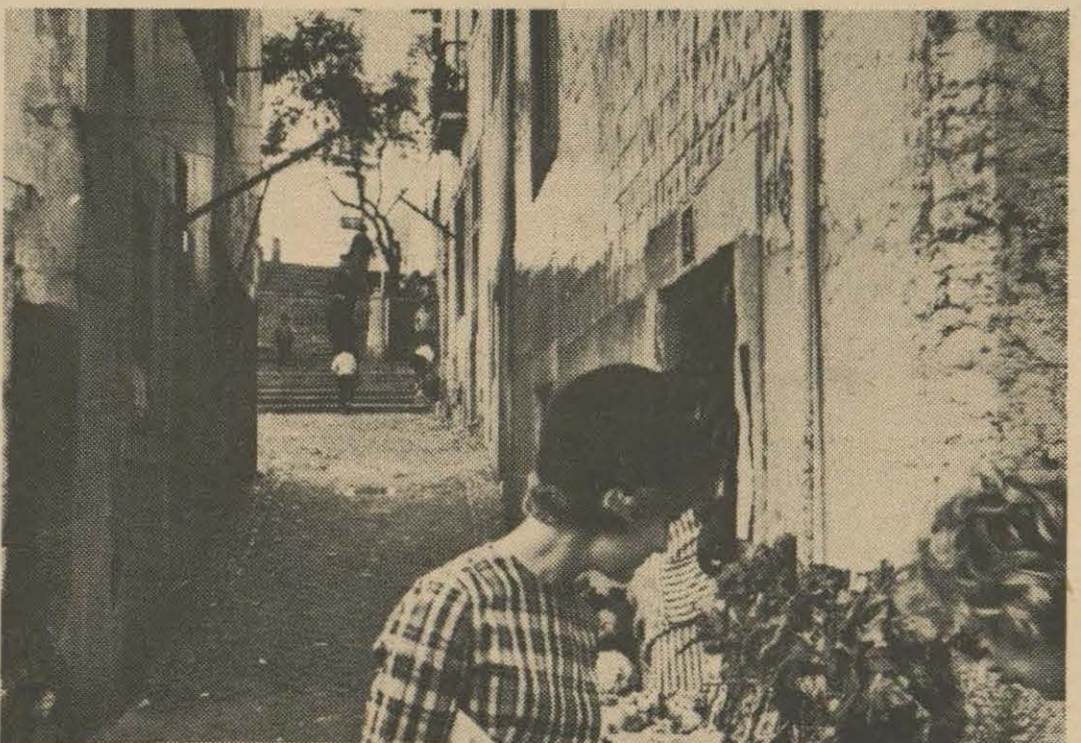
Jan Knippers of Lawrenceburg, Tennessee, a graduate of the University of Tennessee, and a former Peace Corps Volunteer, first pursued graduate studies in International Relations and returned a second semester as a teaching assistant in Spanish on the world-circling campus.


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Petition Attacks NSA Censure As Student Misrepresentation

Attendance at two meetings which "seemed willing to entertain only one point of view" provoked the anger and prompted the action of Susan Conard and Liza Furlong, both '70. The two girls are circulating a petition in the dormitories to "vigorously protest the censure of the NSA by the Wellesley College Student Government as an action unrepresentative of the entire student body."

Susan feels that, while the Senate proposal was signed by the College Government, and not by the student body, and therefore does not need to represent a student view, such a signature implies the consensus of the student body. She stated, "A proposal signed by the College Government implies that it is student opinion, when, in this case it isn't at all, I don't think."

In Defense of NSA-CIA

The petition, then, is to determine how many students do disagree with the Senate action taken last Thursday. It states that the signers consider the CIA justified under the circumstances, that the CIA had the "best interest of the

U.S. in mind," and that the NSA was not restrained or inhibited by the use of the CIA funds."

The signers of the petition further urge that Wellesley "remain a member of NSA, in hopes of strengthening the organization, and developing its as a forum for dissent and discussion of ideas among American students."

Will Shadow Censure

Susan indicated that the counter-petition, if unable to halt the Senate censure, will follow it. It, too, will then be sent to national and regional headquarters of the NSA, the CIA, and representative congressmen and newspapers.

As the petition is still circulating, it is difficult to determine the number of students who have attested to the proposal that Senate's action was "unrepresentative of the entire student body."

Sophomore 'major meetings will take place Tuesday and Wednesday evenings, March 14 and 15 in Billings.

Department chairmen will lead discussions about majoring in their field. Several senior majors will also be on hand to answer questions.

Departments will stagger their meetings so that sophomores may attend several discussions each evening. A specific schedule of department meetings is published in the Weekly Bulletin.

Tues. March 21

Info Bureau lost and found sale. Claim your articles before then.

Cornell Conferees Consider Peace Plans...

Continued from page four

peace settlement if self-determination is to occur. It is a question of whether the United States should be a guardian angel," said Elaine.

Sue added that "at best the proposal is not the most realistic, but it is the fastest and most advantageous for the United States and the Vietnamese." Both girls expressed the hope that the resolution would cause a greater interest of college students and the general public in Viet Nam.

Atmosphere of Sincerity

Elaine and Sue Ellen have definite opinions concerning the sincerity

of the students at the conference. According to Sue Ellen, "one of the most valuable parts of the conference was meeting others with solid convictions. However, there was a balance between convictions and reason."

Elaine felt that "the atmosphere of the convention was incredible. The delegates were knowledgeable about Viet Nam. The enthusiasm and dedication enabled us to debate about Viet Nam. The enthusiasm and dedication enabled us to debate Viet Nam continuously for four days."

Variety of Opinion

The Wellesley delegates stressed

the efforts of the conference sponsor, the executive board of Cornell's Student Government, to obtain speakers with a variety of opinions of the war.

"Having to draw up what was a responsible resolution made us very critical of our own views. It emphasized the complexity of the problem, and strengthen the idea that we really have to find a solution to the war," declared Elaine.

In the future the Wellesley delegates plan to have a campus-wide referendum on both the Yale and Columbia resolutions.

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Reader Writes More

Continued from page six

Consumers choose to buy, or not to buy, a Wellesley College education by weighing its opportunity costs (things they can't buy if income is committed here plus income not earned while being a student) against its benefits (present and future.) In making this choice, consumers gain if the producer defines its output clearly. Wellesley describes its version of "a sound liberal education" on page 26 of the current catalogue. Mrs. Putnam's concern with freedom overlooks the fact that the college cannot coerce anyone into buying its output.

In any productive enterprise there are different ways of turning out the output; various production functions exist. Much of the production function currently used at Wellesley is described on pg. 27 to 29 of the catalogue. The student petition to alter distribution requirements is explicitly a request to alter the production function, not the output. It may imply dissatisfaction with the output also. The Curriculum Committee's reply reaffirms the definition of output but does not support the existing production function. Although the nature of the particular service—what constitutes a Wellesley College education—is not immutable, it cannot be determined by students because they are not producers. They can provide useful data to decision-makers, and the college might even try a little market research. Students can, however, help determine how the college should produce, not for the moral reasons cited by Mrs. Putnam, but on the purely technical grounds that the output described by the producer will not in fact result without student participation and cooperation.

As long as the current discussion continues, may I urge people to distinguish between suggestions to alter the output and proposals to change the production function? And may I also ask them to consider the place of the college in the market a generation from now? What competitive sellers will there be, and what will be their output? What will Wellesley have to offer? Will it survive the competition?

Sincerely,
Carolyn S. Bell
professor of economics

them. Coupled with this feeling of general apathy, is (in most sections) a rather large load of outside reading, much of which is in the library where only a limited number of the required books are available. While I find the course by no means entirely worthless, the fact that it takes up two entire terms of my education, which I feel could definitely be spent in something more interesting and useful to me, detracts somewhat from its appeal.

I see no concrete reason for its necessity to the student; if the college feels that it is imperative for the Wellesley graduate to have some knowledge of the bases of religion, why not a required American government course so she'll have a knowledge of politics? It seems to me that religion, like politics, is up to the individual. I have also heard reports about the Bible History requirement being "in the college charter"; if this is true, then I think it's about time, in 1967, the college reviewed its 1875 charter. A Bible major once told me that the deans of the college feel it is a necessary course because the rest of the faculty can teach their courses on a different level, knowing that all their students have had Bible 104. I find this hard to believe since the course is taught so differently from section to section.

Furthermore, granted that all sophomores must take it, it seems to me unfair that the course should differ so much from section to section. Not only are there greatly differing workloads, but also greatly differing grading systems. In some sections a "B" grade is more or less guaranteed. It is unjust that arbitrary placement due to one's schedule should mean one girl has to spend more time and possibly get a lower grade than another girl. Even if one is (ideally) unconcerned with the grade, the difference in workload can certainly be a factor.

Apparently the abolishment of Bible 104 has been attempted before, but was not approved. If there is some impregnable reason for its continuation, I think there are improvements that could be made. It could be counted as fulfilling a requirement in either literature or history. It could be reduced to one term and the student could choose Old or New

Testament, or it could be changed to a mere reading of the Bible, which I feel is its main worth anyway, with discussion among students based on the professor's commentary. If the requirement must be maintained, it seems to me that it could be changed to allow for a choice of courses within the Biblical History Department.

As I see it, Bible 104 is no of ultimate importance to my higher education, and if Wellesley College feels that it is, then I think great improvement could and should be undertaken in the present status of the course.

Sincerely
Marny Riehl '69

P.S.

The basis for the lecture course requirement is actually farcical. I "exempted" Hellenic Heritage by reading the required books over the summer, and therefore, obviously didn't obtain the valuable experience gained from participating in a large lecture course. In light of this, why such a requirement?

To the editor:

We the students interested in science at Wellesley College feel that we too have a right to voice an objection to the major distribution requirements. In the upsurge of feeling expressed at the open meeting, dissatisfaction was directed rather pointedly at the science requirements, portraying liberal arts majors as the underdogs of the scientific revolution. However, have you, the majority, considered the lot of those committed to this revolution? While you must take 4 units in our disciplines, we take 14 units of yours. While you "compete" with a class composed of less than 10 per cent science majors in beginning science courses, we contend with 90 per cent of you in our liberal arts courses. In addition to this burden of nonscience courses, and the 8-12 requirements in our majors, we have to pass upper level chemistry, physics and math courses. Our majors are highly structured and, because of the hours devoted to laboratory, we have little choice in all our other courses, as not many fit into our programs. Therefore, we would like to suggest that

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in debating the curriculum at the College, discussion should be kept at a general level, allowing for the interest of all segments of the population. In addition, people who have not taken a course in which math is really necessary in understanding the material, and do not fully appreciate the aims of a unified introductory course to the sciences, should reconsider their criticisms of Physics 100.

Sincerely,
Elaine Woo '67
Rochelle Cooper '68
Sharon Smith '68
Sandy Shaw '68
Rosalind Greenberg '68
Carolyn Pratt '68
Helen Dennis '68
Lorie Brush '68
Huali Chai '69
Rosamond C. Putnam '67
Judy Harte '68
Ada Caldwell '67
Ronni Stangler '67
Sarah Snell '68
Lorna Boyajian '67
Nancy Beyer '68
Carolyn T. Wilson '68
Stoney Wiske '68
Mary Charlson '69
Margaret Cross '67
Cathy Bowman '69
Kathi Johnstone '68
Susan Wright '67
Caroline Compton '68
Molly Dinsdale '68

To the editor:

The poster announcing the Founders parking lot 'forum' had a notation in large letters: "Mandatory." The etymology of this word is the Latin verb which means "to command." It can thus be defined as "conveying a command from a superior, obligatory, required."

In other words, they required attendance at a meeting to abolish requirement. It is like a form of primitive magic or exorcism, using Beelzebub to cast out devils, or using reason to destroy reason.

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Independence of mind? Originality? or contradiction?

E. L. Lacheman
professor of Biblical history
P.S. By the way, which authority decided that it was mandatory?

Senate's Censure

Continued from page one

March 8.
Next, Sue Ellen Tatter '68 reported on Cornell's Viet Nam Conference. All four representatives from Wellesley who attended signed, as individuals, a proposal which advocates immediate withdrawal of military forces from Viet Nam. (See p. 4 for News' interview with these representatives.)

Senate also approved deletion of sections VII A, B (pp. 37-8) from the Grey Book. These sections concern productions of student organizations.

Due to lack of time, Senate deferred discussion of SEC's request for all-campus elections until its next meeting.

Buy? Sell?

News classified ads are more likely to get results than a note in the El Table! Ads should be typed, and must be received in the News office by noon on Monday in order to appear in that week's issue. Rates are only \$1.50 for 30 words.

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Evenings at 7:45 Matinee as
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2. The Rolling Stones "Let's Spend the Night Together"
3. DiDonne Warwick "Alfie"
4. Johnny Rivers "Baby I Need Your Lovin'"
5. The Blue Magoos "There's a Chance We Can Make It"
6. The 4 Tops "Bernadette"
7. The Buckingham "I Call Your Name"
8. Shorty Long "Chantilly Lace"
9. Micky Dalenz "Don't Do It"
10. The Young Rascals "I've Been Lonely Too Long"

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You Pick the Hit!